

APPENDIX 3: Instructions for Development of School-Specific Goals

This appendix provides a summary cover sheet and a general template that each applicant must use to submit its school-specific goals to the Mayor's Office. Schools should use the template to explain each of their school-specific educational and organizational goals, with the exception of goals relating to student enrollment, attendance and retention.

This appendix contains, in the following order:

1. The summary cover sheet, which schools should use to summarize their school-specific goals and assessments and submit as a cover page for the more detailed goals information submitted on the template;
2. Instructions for completing the general template for school-specific goals;
3. The general template; and
4. A sample submission from a hypothetical charter school showing how the general template might be completed for one goal.

For more information and assistance developing these goals, see the Performance Framework available at www.indy.gov/OEI.

SUMMARY SHEET: School-Specific Goals and Assessments

On this sheet, summarize the performance goals and assessments that are detailed on the templates.

School Name: _____

PERFORMANCE GOALS METHODS OF ASSESSMENT

General Template for School-Specific Goals

- Submit each goal – and the requested information pertaining to that goal – on a separate template page (or pages). Reproduce the template page as needed for the number of goals that you wish to submit.
- Indicate the name of your school at the top of each page.
- Indicate your school's mission statement in the designated space.
- Indicate the required information in the designated spaces in the template. You may expand the template to additional pages if needed to accommodate information pertaining to a particular goal.

Below are specific instructions for each designated space in the template:

1. **Mission Statement:** In this space, provide a brief (1-2 sentences), jargon-free statement of the school's purpose and broad aims. This statement should be measurable, memorable, and meaningful.
2. **Performance Goal:** In this space, articulate the school-specific goal in a precise, declarative statement.
3. **Performance Indicators:** In this space, concisely explain how you will know when the goal has been achieved.
4. **Assessment Tools & Measures:** In this space, state the tool(s) you will use to evaluate achievement of, or progress toward, that goal (e.g., a school-selected assessment, a parent survey, etc.).
5. **Attachments (if applicable):** In this space, note any attachments that you have included to illustrate the performance goal and assessments. In the case of school-developed assessments, attachments might include an actual test that your school has developed for a particular purpose, and/or a scoring tool and instructions for evaluators. Provide the attachment(s) immediately following the completed template page(s) for that performance goal. If you are still developing a particular assessment or evaluation tool, note this along with the date when it will be ready for submission, and submit it to the Mayor's Office once it is developed.
6. **Rationale for Goal and Measures:** In this space, briefly explain (in about 2-3 sentences) why you have chosen to include that particular goal and its accompanying measures in your accountability plan. The rationale should articulate (a) why the goal is important to your school mission, and (b) why the assessments you have chosen are appropriate, useful tools for measuring performance toward that goal.
7. **Assessment Reliability and Scoring Consistency:** In this space, explain how you will demonstrate both the reliability and scoring consistency of any non-standardized assessment developed or administered by your school, if applicable. (For suggestions and guidance in establishing reliability and scoring consistency for school-developed measures, see the "Six Step Framework for Creating Unique Learning Measures" and "Examples of Measures Created through This Framework" in the Accountability Handbook, available at www.indy.gov. If you will not need

to establish reliability and scoring consistency because you have chosen a standardized assessment, simply note “N/A” in this space.

8. **Baseline Data:** In this space, state your school’s baseline student achievement levels (such as incoming student test scores) pertaining to the particular goal, if known. If you have not yet gathered the needed data, explain when you will have the data and how you plan to collect it.
9. **3rd- and 6th-Year Targets:** In these spaces, describe your performance targets for the stated goal for the third and sixth years of your charter. Specify the levels of performance that you will deem to have earned each rating, as set forth in the scale below. The performance level you set for “Meets standard” should establish your performance target for your third and sixth years. The levels of performance you establish for this scale will be the ones that the Mayor’s Office will apply in evaluating school progress on these goals in the 3rd and 6th year of the school’s charter. *Does not meet standard* - School has clearly not met its school-specific goal. *Approaching standard* - School is making good progress toward meeting its school-specific goal. *Meets standard* School has clearly met its school-specific goal. *Exceeds standard* - School has clearly exceeded its school-specific goal.

GENERAL TEMPLATE FOR SCHOOL-SPECIFIC GOAL

School-Specific Goal for _____
(school name)

Mission Statement: The mission of our charter school is to... (Brief, jargon-free statement of the school’s purpose and broad aims)

Performance Goal: What will our school accomplish? (Precise, declarative statement tied to a specified timeframe or length of attendance)

Performance Indicators: How will we know that we have achieved this goal?

Assessment Tools and Measures: How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?

Attachments: Attachments to illustrate the performance goal and assessments. (Note and attach relevant school-developed assessments and/or assessment tools. If a school-developed assessment or tool is still under development, note this here along with the date when it will be ready for submission, and submit it to the Mayor's Office once it is developed.)

Rationale for Goal and Measures: Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal? (2-3 sentences)

Assessment Reliability and Scoring Consistency: How will we demonstrate both the **reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?**

Baseline Data: What is our beginning data point?

3rd-Year Target: What do we expect to achieve by the end of our third year? (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.)

- *Does not meet standard:*
- *Approaching standard:*
- *Meets standard:*
- *Exceeds standard:*

6th-Year Target: What do we expect to achieve by the end of our sixth year? (Set your expectation for "Meets standard" at a level that you would consider on target for your third year.)

- *Does not meet standard:*
- *Approaching standard:*
- *Meets standard:*
- *Exceeds standard:*

* Below is the scale that the Mayor's Office will apply in evaluating a school's attainment of (or progress toward) a particular goal. Schools should apply the same scale in describing their 3rd - and 6th year targets, while defining the specific performance levels that would earn each rating.

- *Does not meet standard:* School has clearly not met its school-specific goal.
- *Approaching standard:* School is making good progress toward meeting its school-specific goal.
- *Meets standard:* School has clearly met its school-specific goal.
- *Exceeds standard:* School has clearly exceeded its school-specific goal.

SAMPLE COMPLETED TEMPLATE PAGE FOLLOWS

SAMPLE SCHOOL-SPECIFIC GOAL SUBMISSION

School-Specific Goal for the New Academy Charter School

Mission: The mission of our charter school is to cultivate in youth of the Riverside and Statement Brickyards neighborhoods a deep appreciation and understanding of mathematics and science, and to develop in them the academic and social skills and character qualities essential to be active community members, responsible citizens and successful individuals.

Performance What will our school accomplish? (Precise, declarative statement tied to a Goal-specified timeframe or length of attendance.) Graduating students will have a plan for their future and the confidence, skills and preparation to pursue it.

Performance Indicators: How will we know that we have achieved this goal?

- Students will demonstrate that they have thought about their interests and aptitudes, have researched necessary steps to achieve their goals, and have outlined a realistic path for taking those steps.

Assessment Tools: How will we measure achievement of this goal, using mandated assessments and Measures and/or school-specific assessments (such as portfolios, juried performances)?

- Beginning in the 8th grade, students will develop a career plan that is revised annually. The career plan will be evaluated for soundness by the school counselor and each student's teacher-advisor, using a tool that we have developed for this purpose.

Attachments: Attachments to illustrate the performance goal and assessments. (Note and attach relevant school-developed assessments and/or assessment tools. If a school-developed assessment or tool is still under development, note this here along with the date when it will be ready for submission, and submit it to the Mayor's Office once it is developed.)

Our school-developed tool for evaluating student career plans is attached.

[Example response only – no tool is attached to this sample.]

Rationale for "Why is this goal important to our mission, and why is our chosen method of Goal and assessment appropriate and useful for measuring performance toward this goal?" (2-3 sentences)

Developing in students the self-knowledge and skills to plan realistically for their futures is essential to our mission. We are committed to preparing our students to succeed beyond our doors. Individual student career plans, thoughtfully revised each year with faculty counseling, will teach students to engage in self-reflection and research that will equip them to follow a plan throughout their lives – adjusting as necessary, but continuously focused on meaningful and realistic goals.

Assessment: How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?

Scoring Consistency: The school counselor and all teachers (who also serve as advisors to assigned groups of students) will be trained to use the tool that we have developed for evaluating student career plans. From the first set of career plans developed in 2004-2005, we will identify exemplars representing distinct levels of achievement (Excellent, Good, Fair, Needs Improvement) that should be rated accordingly, and will use these to help guide and build consistency in evaluation. Guided by the exemplars, the counselor and teachers will repeatedly evaluate a sample set of actual career plans developed in 2004-2005 (including written comments and oral feedback as well as a numeric score for each plan), comparing their scores and comments to identify variances, and revising the evaluation tool

as needed to eliminate significant discrepancies. We will repeat these “practice evaluations” as needed until we are confident in the reliability and consistent usage of the evaluation tool.

Baseline Data: What is our beginning data point? Career plans from the 2004-2005 school year, which will be finalized in May 2005.

3rd-Year Target: What do we expect to achieve by the end of our third year? (Set your expectation for “Meets standard” at a level that you would consider on target for your third year.)

- *Does not meet standard:* Fewer than 70% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).
- *Approaching standard:* 70% to 84% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).
- *Meets standard:* 85% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).
- *Exceeds standard:* 86% or more students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).

6th-Year Target: What do we expect to achieve by the end of our sixth year? (Set your expectation for “Meets standard” at a level that you would consider on target for your sixth year.)

- *Does not meet standard:* Fewer than 80% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).
- *Approaching standard:* 80% to 94% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).
- *Meets standard:* 95% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).
- *Exceeds standard:* 96% or more students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to our evaluation tool).